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ABSTRACT

The purpose of this study was to survey various constituent groups in the Harper College service area to determine their perceptions about Harper, college goal preferences, and other specific data to provide a general framework for long-range planning. Eight constituent groups consisting of the Board, faculty, students, staff, the community at large, civic groups, governmental organizations, and employers were surveyed by mail. After follow-up procedures, 547 persons (35%) responded. Results of the study showed that all of the constituent groups agreed that Harper is a high quality institution and that it should pursue a traditional marketing program, vigorously pursue grants, moderately expand as the district's needs grow, continue credit by examination, offer special treatment for senior citizens, and continue to review and revise curriculum. There were major disagreements between groups concerning the use of faculty evaluation, class size, innovation, comprehensive marketing, and expansion. The constituents agreed that the most important goals for Harper were of a liberal education or student development nature rather than a specific discipline or career nature; however, they felt that the most important goals were not necessarily the goals Harper was best achieving. Detailed results are presented in tabular form and the survey instruments are appended. (Author/MB)

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SURVEY OF GOALS AND IMPACT OF HARPER COLLEGE AS PERCEIVED BY SEVEN HARPER CONSTITUENT GROUPS

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JC 790 280

WILLIAM RAINEY HARPER COLLEGE
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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO SURVEY VARIOUS CONSTITUENT GROUPS IN THE HARPER COMMUNITY TO DETERMINE PERCEPTIONS ABOUT HARPER, GOAL PREFERENCES AND OTHER SPECIFIC DATA TO PROVIDE A GENERAL FRAMEWORK OF INFORMATION FOR THE LONG-RANGE PLANNING PROCESS. EIGHT CONSTITUENT GROUPS CONSISTING OF THE BOARD, FACULTY, STUDENTS, STAFF, THE COMMUNITY AT LARGE, CIVIC GROUPS GOVERNMENTAL ORGANIZATIONS AND EMPLOYERS WERE SURVEYED BY MAIL. AFTER SEVERAL FOLLOW-UPS INCLUDING TELEPHONE CALLS, 547 PERSONS RESPONDED FOR A 35 PERCENT RETURN RATE. BECAUSE OF THE COMPLEX NATURE OF THE SURVEY, THIS WAS ABOUT THE BEST RESPONSE RATE POSSIBLE AND THE RESPONDENTS PROFILE DID APPROXIMATE THE GENERAL POPULATION IN A NUMBER OF AREAS.

RESULTS OF THE STUDY SHOWED THAT ALL OF HARPER'S CONSTITUENT GROUPS AGREED THAT IT IS A HIGH QUALITY INSTITUTION AND THAT IT SHOULD PURSUE A TRADITIONAL MARKETING PROGRAM, VIGOROUSLY PURSUE GRANTS, MODERATELY EXPAND AS THE DISTRICT NEEDS GROW, CONTINUE CREDIT BY EXAM, OFFER SPECIAL TREATMENT FOR SENIOR CITIZENS AND CONTINUE TO REVIEW AND REVISE CURRICULUM. THE CONSTITUENTS SEEMED TO BE SAYING THAT HARPER SHOULD TAKE THE STEPS NECESSARY TO MAINTAIN ITS PRESENT HIGH QUALITY STANDARD AND NOT JUST STAND STILL. THERE WERE MAJOR DISGAREEMENTS BETWEEN CONSTITUENT GROUPS CONCERNING THE USE OF FACULTY EVALUATION, CLASS SIZE, INNOVATION, COMPREHENSIVE MARKETING AND EXPANSION.

THE CONSTITUENT GROUPS AGREED THAT THE MOST IMPORTANT GOALS FOR HARPER WERE OF A LIBERAL EDUCATION OR STUDENT DEVELOPMENT NATURE RATHER THAN A A SPECIFIC DISCIPLINE OR CAREER NATURE. THE CONSTITUENT GROUPS ALSO FELT THAT THE MOST IMPORTANT GOALS WERE NOT NECESSARILY THE GOALS HARPER WAS DOING THE BEST JOB OF ACHIEVING.

SURVEYED IN ADVANCE OF THE REFERENDUM, OVER 50 PERCENT OF THE EXTERNAL CONSTITUENTS FAVORED PASSING THE PROPOSED TAX INCREASE. HOWEVER, FAMILIES WHO HAD ATTENDED HARPER AT ONE TIME OR ANOTHER WERE NO MORE APT TO SUPPORT THE REFERENDUM THAN FAMILIES WHO HAD NEVER ATTENDED HARPER. ON THE OTHER HAND, PERSONS WHO HAD A BACHELORS DEGREE WERE MORE APT TO SUPPORT THE PROPOSAL THAN THOSE WITH LESS FORMAL EDUCATION.

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Purpose

The purpose of this study was to survey various constituent groups in the Harper community and determine their goal preferences and their perception of Harper College. This project was commissioned by the Long-Range Planning Central Committee in order to provide a general background information framework for the planning processes within the various task forces.

Population Surveyed

The survey was sent to the following eight different constituent groups:

Board of Trustees: All eight members of the Board of Trustees were surveyed.

Faculty: All 246 full-time faculty members were surveyed.

Staff and Administrators: All 300 full-time administrators and classified staff were surveyed.

Students: A random sample of 195 traditional credit students were surveyed.

Community at large: A random sample of 387 residents of the Harper District who were listed in the telephone directory were surveyed.

Civic Groups: This was a random sample of 100 names from Harper's mailing list. These persons represented service clubs, women's clubs, lodges, veterans groups, auxilaries, youth service organizations, political clubs, local professional associations, senior citizens groups, etc.

Government Organizations: This was a random sample of 100 names from Harper's mailing list. These persons represented Boards of Trustees or Aldermen of villages, village clerks, and village presidents or mayors.

Employers: This was a total population of 213 manufacturers and larger employers located in the Harper District. This population was drawn from the yellow pages of the telephone directory, from the "1977 Metropolitan Chicago Major Employers" and the "Chicago Cook County and Illinois Industrial Directory."

The response rate from these constituent groups was as follows:

RESPONSE RATE ANALYSIS

Group	Number in Total Sample	Number of Responses	Response Rate
Board	8	8	100.0%
Faculty	246	144	58.5
Students	195	93	47.7
Community at large	387	143	37.0
Staff and administrators	300	74	24.7
Civic Groups	100	31	31.0
Government Organizations	100	24	24.0
Employers	213	30	14.1
Total	1,549	547	35.3%

The response rate tended to be small mainly because the survey form was long and complex. The community at large group response rate was 37 percent and an analysis of the respondents did show they differed somewhat from the resident population. The income, family enrollment at Harper and age of the respondents did match the population but the residence, sex and education background of the respondents and the population differed considerably. Persons from Elk Grove and Schaumburg Township were very much under represented among the respondents while three-fourths of those answering the survey were male. Some 46 percent of the respondents had a bachelor's degree as compared to 23 percent for the northwest suburbanite population.

While the respondents of some of the various constituent groups do not match their respective populations exactly, they are close enough to make some rough estimates. In any event, because of the complex nature of the instrument, this was as good a response rate as was possible.

Method

The instruments, shown in the appendix, were developed by the Office of Planning and Research. The Long-Range Planning Central Committee reviewed, offered suggestions and approved the instrument. For the community at large, the civic groups, the governmental organizations and the employers, the instrument

was divided into two forms to reduce the time required for these people to complete the survey instrument.

The instrument consisted of general survey items for external constituencies, statements about Harper, goal importance and goal achievement items. The general survey items for external constituencies included demographic items, questions about a family's involvement with Harper, interest items, and a question regarding support for the upcoming referendum. There are 47 statements about Harper for which respondents indicated their agreement or disagreement. In addition, there are 31 goal statements about which respondents indicate the importance of the goal and the degree to which they feel the goal has been achieved at Harper.

The survey instrument, along with the cover letter, was mailed to the original target population in the summer of 1978 and three weeks later a second mailing was made to the non-respondents. For students and the community at large, those who had still not responded, were called on the telephone to remind them to complete the form and if both of the previous two forms were lost, a third form was mailed to them. Personal reminders were given by members of the Long-Range Planning Central Committee to the Board and Faculty.

Two oral presentations were made to administrators, staff, faculty and students during the middle of November 1978. These presentations summarized the results and provided a forum for discussing possible interpretations of these survey results. This feedback was then incorporated into this final report.

Discussion of Results

There were some of the 47 statements about Harper which produced almost unanimous agreement across all constituent groups. All these groups agreed Harper was a high quality institution, that it should pursue traditional marketing strategies (visit high schools, display at public gatherings, develop agressive news release policy and send out literature), vigorously pursue grants, moderately expand as the district's educational needs grow, continue credit by examination, offer special treatment for senior citizens, and continue to review and revise the curriculum. In summary, the constituents seemed to be saying that Harper should take the steps necessary to maintain its present high quality standard and not just stand still.

By contrast a number of the 47 statements produced much disagreement across the constituent groups. The largest disagreement occured on faculty evaluation items. While all groups agreed faculty should be evaluated there was sharp disagreement concerning how this evaluation should be used. Faculty generally felt evaluation should be only used for self development and only seen by them. Other constituent groups felt faculty evaluation should be used for purposes other than self development such as for pay increases, promotion and awards.

Class size issues produced much disagreement but there was little meaning in these differences. Faculty disagree sharply with increasing class sizes, while the Board disagrees strongly with decreasing class sizes and students agree strongly that class size should remain the same. Thus this issue seems to be very volatile with many fears expressed each time there is a threat to change the status quo.

There was also much disagreement expressed on items concerning innovation in the institution, items urging more public awareness, items advocating a comprehensive marketing policy and items indicating a need for moderate expansion. In general on these items, internal constituencies were positively in favor of these directions while external groups tended to be neutral.

There was a big surprise among the responses to the 31 goal statements. The most important goals perceived by the constituents were liberal education goals and student development goals. Examples of these most important goals were improving communication skills, helping students improve personal goals, improving ability to synthesize, helping develop student's sense of self worth, improving general knowledge, providing new and different intellectual experiences, and holding students to high standards. The more specific discipline or career goals which one would have thought would be rated as the most important goals for a community college were indeed not rated as high by the constituents. For example, providing an opportunity for students to obtain a degree was ranked eighth, acquiring depth in one discipline was ranked tenth, preparing for a new career was ranked eleventh, preparing to transfer was thirteenth and upgrading students' skills on their present job was ranked twenty-third.

When constituents were asked to rate how well Harper was achieving the 31 goals, the goal areas we were doing the best job were not necesarily the

goals which were ranked highest. For example, Harper was perceived as achieving best by providing an opportunity to obtain a degree, preparing students for new careers and preparing students to transfer.

Also of interest are those goals and achievements which were ranked lowest. For example, the goal to make every effort to serve every population segment was rated next to last. In terms of achievement Harper was perceived as performing relatively poorly in the areas of creating an intellectually exciting environment and as demonstrating clearly through measures of effectiveness, Harper's accountability.

In the general survey section, external constituents were asked in the summer of 1978 (a month before the referendum) whether or not they would support the upcoming referendum. Considering all the constituents who responded, over fifty percent indicated they would support the referendum. Further analysis indicated that families who had attended Harper at one time or another were no more apt to support the referendum than families who had never attended Harper. On the other hand, persons who had at least a bachelor's degree were more likely to support the referendum than persons who had less than a bachelor's degree. When the sample was corrected for level of education, it seemed the percent of the population supporting the proposed increase was almost exactly fifty percent.

Among the number of proposed cultural programs Harper might sponsor, the most popular with the community were Goodman Theater plays followed by the Chicago Symphony and well known speakers. In terms of events Harper could sponsor for community participation, most of the interest was in community theater, community basketball, community orchestra, community chorus and chess tournaments. There was much interest generated by people wanting to improve their racquetball skills.

If companies or organizations could be convinced that courses would help employees, most would recommend them to employees. Most already have employees who have attended Harper. Perhaps Harper could develop a more comprehensive marketing plan with the employers of its district. A few companies indicated they would be interested in hosting Harper sponsored cultural events for their employees during the lunch hour and this would be financed either through direct purchasing of the program or through a donation to the Harper Foundation.

Major Conclusions

All of Harper's constituent groups agreed that it is a high quality institution and that it should pursue a traditional marketing program, vigorously pursue grants, moderately expand as the district needs grow, continue credit by exam, offer special treatment for senior citizens and continue to review and revise curriculum. The constituents seemed to be saying that Harper should take the steps necessary to maintain its present high quality standard and not just stand still. There were major disagreements between constituent groups concerning the use of faculty evaluation, class size, innovation, comprehensive marketing and expansion.

The constituent groups agreed that the most important goals for Harper were of a liberal education or student development nature rather than of a specific discipline or career nature. The constituent groups also felt that the most important goals were not necessarily the goals Harper was doing the best job of achieving.

Surveyed in advance of the referendum, over fifty percent of the external constituents favored passing the proposed tax increase. However, families who had attended Harper at one time or another were no more apt to support the referendum than families who had never attended Harper. On the other hand, persons who had a bachelor's degree were more apt to support the proposal than those with less formal education.

DETAILED RESULTS

STATEMENT AGREEMENT

AND

GOAL AGREEMENT

SURVEY RESULTS SUMMARY

STATEMENTS ABOUT HARPER WITH WHICH THE RESPONDENTS AGREED MOST

Statement	Agreement Rating*	Percent Agreeing
1. Maintain a vigorous high school visitation program.	3.22	91.8
2. Vigorously pursue grant money for new programs and services.	3.18	85.4
3. Concentrate on continuing review and revision of curriculum.	3.17	92.9
4. Harper is a high quality institution meeting community needs with strong programs/services.	3.12	83.4
5. Offer senior citizens reduced tuition rates.	3.09	85.6
6. Provide Harper displays at area public gatherings.	3.01	85.4
7. Continue to offer credit by examination	3.00	84.8
8. Offer additional programs to keep pace with needs of college district	3.00	84.7
9. Develop an aggressive news release policy.	2.94	79.9
10. Send Harper literature out to area.	2.92	82.7

STATEMENTS ABOUT HARPER WITH WHICH THE RESPONDENTS DISAGREED MOST

1. Harper is a poor quality institution.	.49	.9
2. Faculty should not be evaluated.	.63	4.7
3. Not seek grant money	.64	5.1
4. Reduce the number of current offerings and add no new programs.	.79	6.8
5. Mail no information to households but expect students, if they are interested, to come to Harper to see what is offered.	.83	10.2
6. Limit offerings and programs to those traditionally found in college	.96	10.9
7. Not offer special services to senior citizens.	.99	12.2
8. Assume passive role and depend on college reputation to attract students	1.01	14.5
9. Limit program offerings by continuing existing offerings but not adding any additional programs.	1.07	12.4
10. Eliminate off-campus offerings and schedule all courses on campus	1.28	22.2

BIGGEST DIFFERENCES IN OPINION BETWEEN VARIOUS GROUPS ON 41 STATEMENTS

BIGGEST DIFFERENCES OCCURRED ON

FACULTY EVALUATION

CLASS SIZE

PUBLIC AWARENESS OF HARPER

MARKETING

EXPANSION

CONTINUE TO REVIEW AND REVISE CURRICULUM

Biggest Differences in Opinion Between Various Groups

Faculty Evaluation:

Harper should continue to evaluate faculty and use this for pay increase, promotion and awards.

Number of responses = 409 Standard deviation of means = .849

Governmental Organizations		Community		Employers		Students		Board		Civic Groups		Staff		Faculty	
Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree
2.92	83.3	2.76	69.4	2.63	63.6	2.54	67.4	2.38	62.5	2.35	58.8	2.14	52.7	.74	10.7

Faculty evaluation should only be used for self development and only faculty should see them.

Number of responses = 407 Standard deviation of means = .666

Faculty		Employers		Students		Civic Groups		Community		Governmental Organizations		Board		Staff	
2.68	67.3	1.80	50.0	1.78	40.2	1.75	37.5	1.75	36.2	1.67	33.3	.88	12.5	.83	21.6

Class Size:

Class size should be increased.

Number of responses = 379 Standard deviation of means = .633

Governmental Organizations		Community		Board		Civic Groups		Employers		Staff		Students		Faculty	
2.78	35.6	2.16	37.7	2.14	57.1	2.08	25.0	1.92	21.4	1.84	36.9	1.48	27.4	.64	7.0

Class size should be decreased.

Number of responses - 364 Standard deviation of means = .376

Faculty		Civic Groups		Community		Employers		Governmental Organizations		Students		Staff		Board	
1.94	44.9	1.75	8.3	1.46	8.6	1.46	0	1.43	0	1.19	13.1	1.12	10.6	.29	0

Biggest Differences in Opinion Between Various Groups (continued)

Class size should remain as it is.

Number of responses = 389 Standard deviation of means = .328

Students		Staff		Employers		Civic Groups		Community		Faculty		Governmental Organizations		Board	
Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rtaing*	Pct. Agree	Agreement Rating*	Pct. Agree
2.69	74.4	2.22	51.4	2.20	33.3	2.08	25.0	2.06	31.1	1.86	48.8	1.71	0	1.50	37.5

Faculty Development in Broadest Sense:

Harper should be innovative and commit funds to that end.

Number of responses = 417 Standard deviation of means = .535

Faculty		Staff		Students		Civic Groups		Board		Employers		Governmental Organizations		Community	
3.27	89.1	2.80	72.6	2.69	73.1	2.42	64.2	2.06	59.3	1.93	33.3	1.90	40.0	1.80	32.8

Commit substantial funds to keep faculty current in their fields and to encourage innovation.

Number of responses = 418 Standard deviation of means = .340

Faculty		Students		Employers		Governmental Organizations		Community		Staff		Civic Groups		Board	
3.19	87.3	2.90	77.4	2.90	72.7	2.54	61.5	2.50	59.6	2.43	65.7	2.41	70.5	1.88	50.0

Awareness of Harper:

The public is very aware of Harper's mission, offerings and programs.

Number of responses = 413 Standard deviation of means = .423

Governmental Organizations		Civic Groups		Students		Employers		Community		Board		Staff		Faculty	
2.54	76.9	2.52	76.4	2.52	68.5	2.07	69.2	1.77	35.0	1.75	37.5	1.64	32.4	1.52	25.7

Biggest Differences in Opinion Between Various Groups (continued)

Harper must increase public awareness because the public knows very little about its mission and the programs and services offered.

Number of responses = 415 Standard deviation of means = .421

Faculty		Staff		Employers		Board		Community		Civic Groups		Students		Governmental Organizations	
Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree
2.62	65.0	2.55	63.8	2.53	69.2	2.25	62.5	2.16	45.1	1.64	29.4	1.63	33.0	1.62	30.8

Marketing:

Send specific program brochures to select target groups.

Number of responses = 420 Standard deviation of means = .419

Faculty		Staff		Governmental Organizations		Board		Employers		Students		Civic Groups		Community	
3.17	95.1	2.87	86.4	2.85	92.3	2.75	[illegible]0	2.75	75.0	2.55	68.5	2.47	76.4	1.93	41.2

Assume passive role - depend on college reputation to attract students.

Number of responses = 426 Standard deviation of means = .419

Governmental Organizaitons		Employers		Community		Civic Groups		Students		Faculty		Staff		Board	
1.78	33.3	1.71	35.7	1.60	30.6	1.35	28.5	1.19	17.2	.64	5.0	.63	5.4	.50	0

Develop an agressive news release policy.

Number of responses = 429 Standard deviation of means = .380

Staff		Faculty		Civic Groups		Employers		Board		Students		Governmental Organizations		Community	
3.24	94.5	3.33	94.4	2.92	78.5	2.76	84.6	2.62	75.0	2.61	62.4	2.60	80.0	2.41	58.6

Biggest Differences in Opinion Between Various Groups (continued)

Mail no information to households - expect students to come to campus to find out what is offered.

Number of responses = 420 Standard deviation of means = .360

Employers		Governmental Organizaitons		Community		Civic Groups		Students		Faculty		Staff		Board	
Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree
1.58	16.6	1.54	46.2	1.29	17.7	1.14	11.7	1.04	15.1	.54	3.5	.49	4.1	.37	0

Maintain an active/agressive speakers bureau.

Number of responses = 425 Standard deviation of means - .336

Civic Groups		Faculty		Board		Students		Governmental Organizations		Employers		Staff		Community	
3.21	92.8	3.17	89.5	3.00	87.5	2.74	72.0	2.67	77.8	2.61	76.9	2.60	80.2	2.26	50.6

Expansion issues:

Continue existing offerings but add no new programs.

Number of responses = 410 Standard deviation of means = .386

Governmental Organizations		Community		Employers		Civic Groups		Faculty		Board		Students		Staff	
2.10	40.0	1.68	31.9	1.62	31.2	1.50	28.5	.88	7.4	.88	0	.83	3.5	.77	2.8

Offer any program for which there is sufficient demand.

Number of responses = 403 Standard deviation of means - .377

Students		Staff		Community		Civic Groups		Governmental Organizations		Board		Faculty		Employers	
3.32	95.4	2.76	76.0	2.72	75.8	2.64	70.5	2.54	69.2	2.50	62.5	2.36	66.4	1.91	41.6

Biggest Differences in Opinion Between Various Groups (continued)

Eliminate off-campus offerings and schedule all courses on campus.

Number of responses = 412 Standard deviation of means = .320

Community		Employers		Students		Civic Groups		Board		Government Organizations		Faculty		Staff	
Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree	Agreement Rating*	Pct. Agree
1.80	36.0	1.78	46.6	1.42	20.5	1.35	21.4	1.25	25.0	1.20	20.0	1.05	17.7	.91	13.0

Offer additional programs to keep pace with needs of community.

Number of responses = 413 Standard deviation of means = .306

Faculty		Board		Staff		Students		Employers		Community		Civic Groups		Governmental Organizations	
3.33	90.9	3.12	100	3.05	92.8	3.02	87.5	2.70	76.4	2.59	71.6	2.59	71.6	2.20	50.0

GOALS WHICH ALL CONSTITUENT GROUPS FELT WERE MOST IMPORTANT FOR HARPER
AND THE DEGREE TO WHICH THESE GOALS ARE ACHIEVED AT HARPER

Goal Statement	Importance of Goal			Degree of Achievement		
	Rank	N	Rating*	Rank	N	Rating**
Improve students' communication skills	1	401	3.53	10	278	2.75
Help students identify their own personal goals and develop means of achieving them	2	408	3.48	21	286	2.59
Develop students ability to synthesize knowledge from a variety of sources	3	409	3.36	23	261	2.57
Help students develop a sense of self worth and self confidence	4	405	3.36	20	261	2.59
Improve students' general knowledge and personal satisfaction	5	406	3.33	5	270	2.91
Provide students with new and different intellectual experiences and broaden their horizons	6	409	3.25	9	286	2.79
Hold students throughout institution to high standards of intellectual performance	7	395	3.21	24	266	2.51
Allow students opportunity to earn an associate degree or a certificate	8	405	3.18	1	308	3.32
Teach students methods of scholarly inquiry, scientific research or problem definition or solution	9	410	3.16	15	274	2.66
Help students acquire depth of knowledge in at least one discipline	10	401	3.08	4	291	2.94
Prepare students for a new career	11	396	3.08	2	294	3.06
Prepare students to transfer to a four year college	13	399	3.06	3	304	3.01
Serve the physically disadvantaged students	17	394	3.02	7	263	2.84
Insure students acquire a basic knowledge in Humanities, Social Science and Natural Sciences	19	412	2.99	6	295	2.86
Upgrade students' job skills in their present employment situation	23	402	2.83	8	248	2.81

Goal importance: 4=most important; 3=very important; 2=somewhat important; 1=not important and 0=Harper should not be involved

Achievement of Goal Ratings: 4=do excellent job for all students; 3=Do excellent job for some students; 2=do average job; 1=do a poor job and 0=Harper does nothing

Large discrepancy between importance of goal and achievement of goals

GOALS WHICH ALL CONSTITUENT GROUPS FELT
WERE LEAST IMPORTANT FOR HARPER

Rank	Goal	Number	Importance Rating*
31	Encourage students to participate in community service activities.	403	2.33
30	Make every effort to serve all population segments so that the characteristics of the student body matches the population profile.	394	2.54
29	Develop student awareness of the purposes of the private enterprise system and the profit motive.	399	2.57
28	Provide an environment stressing a feeling of community and a sense of identity.	100	2.62
27	Provide opportunity for students to participate in extra curricular activities and meet a variety of people.	399	2.63
26	Serve the educationally disadvantaged students.	395	2.68
25	Increase student awareness of the arts, aesthetics and cultural values	405	2.70
24	Make every effort to reach non-traditional students (those who have been out of high school for some time).	402	2.73

GOALS WHICH ALL CONSTITUENT GROUPS FEEL ARE ACHIEVED
TO LEAST EXTENT AT HARPER

Rank	Goals	Number	Degree of Achievement
31	Encourage students to participate in community service activities.	202	2.03
30	Create image of institution as intellectually exciting and stimulating.	258	2.19
29	Develop student concern for human welfare.	227	2.32
28	Demonstrate clearly Harper's accountability and measures of its effectiveness.	223	2.40
27	Increase the desire and ability of students to undertake self-directed learning.	247	2.41
26	Develop student awareness of the purposes of the private enterprise system and the profit motive.	204	2.45
25	Help student develop personal philosophy and set of values and beliefs.	225	2.45
24	Hold students throughout institution to high standards of intellectual performance.	266	2.51
23	Develop students' ability to synthesize knowledge from a variety of sources.	261	2.57
22	Make every effort to serve all population segments so that the characteristics of the student body matches the population profile.	206	2.58
21	Help students identify their own personal goals and develop means of achieving them.	286	2.59
20	Help students develop a sense of self worth and self confidence.	261	2.59
19	Provide an environment stressing a feeling of community and a sense of identity.	22	2.59

DIFFERENCE IN OPINIONS ABOUT (31) GOAL IMPORTANCE AND (31) GOAL ACHIEVEMENT NOT NEARLY AS GREAT AS DIFFERENCE IN AGREEMENTS WITH 47 STATEMENTS

BIGGEST DIFFERENCE IN GOAL ACHIEVEMENT OPINIONS CONCERN STUDENT DEVELOPMENT AND THE SCOPE OF THE POPULATION WE SERVE

NOT MUCH MEANING IN GOAL IMPORTANCE OPINION DIFFERENCES

PROFIT MOTIVE PROVIDED BIGGEST DIFFERENCE

ALSO DIFFERENCE IN SCOPE OF THE POPULATION WE SHOULD SERVE AND IMPORTANCE OF STUDENT DEVELOPMENT SKILLS

GENERAL SURVEY RESULTS

COMMUNITY SURVEY

Area of Residence	Survey Respondents Number	Survey Respondents Percent	Total Population Percent
Wheeling Township	55	38.4	32.1
Palatine Township	29	20.3	16.9
Schaumburg Township	27	18.9	24.5
Elk Grove Township	20	14.0	21.1
Barrington High School District	12	8.4	5.4
	143	100.0	100.0

Respondents Sex		
Male	107	74.8
Female	36	25.2
	143	100.0

Respondents Age	Respondents Number	Respondents Percent	Population of Those 18 and older Percent
18-20	3	2.1	5.4
21-25	9	6.3	10.5
26-35	32	22.6	32.7
36-45	34	23.9	21.7
46-55	45	31.7	24.3
56-65	16	11.3	
Over 65	3	2.1	5.4
	142	100.0	100.0

Highest Level of Education of Respondents	Number	Percent
Less than high school graudate	4	2.8
High school graduate	29	20.3
Less than two years of college	32	22.4
An Associate Degree	12	8.4
A Bachelor's Degree	40	27.9
A Master's Degree	23	16.1
A Doctorate	3	2.1
	143	100.0

In 1973 21.8% had a Bachelor's Degree

Total Family Income	Number	Percent
$ 7,000 - $ 9,000	1	.9
$12,000 - $15,000	8	7.1
$15,000 - $20,000	14	12.4
$20,000 - $25,000	20	17.7
$25,000 - $30,000	22	19.5
$30,000 - $35,000	17	15.0
$35,000 - $40,000	7	6.2
Over $40,000	24	21.2
Sub-total	113	100.0
Would rather not say	30	21.0
	143	

Respondents		Population	
Average salary	$29,300	Median income	
Median salary	$28,100	in 1977	$26,722

Family Enrollment History with Harper	Number	Percent
Three or more persons have enrolled	6	4.2
Two or more persons have enrolled	17	11.9
One person has enrolled	51	35.7
No one has ever attended Harper	69	48.2
	143	100.0

Family Non-course Activity Attendance at Harper		
Three or more persons have attended	12	8.4
Two persons have attended	15	10.5
One person has attended	31	21.7
No one has attended	85	59.4
	143	100.0

Attendance at Non-course Activities at Harper by Those Families Who Have Never Enrolled In Courses at Harper		
Three or more persons	1	1.5
Two persons have attended	3	4.3
One person has attended	12	17.4
No one has attended	53	76.8
	69	100.0

Attendance if Harper Offered Any of the Following Cultural Events on Campus

Event	Number	Percent
Goodman Theater Play	75	52.8
Chicago Symphony Concert	65	45.8
Well known speakers such as James Buckley	48	40.9
Regional basketball tournament	36	25.4
Rock concert	34	23.9
Stan Kenton	28	19.7
Fine Arts String Quartet Concert	23	16.2
Regional Swimming Meet	19	13.4
Ballet (free response)	2	1.4
Folk singing concerts (free response)	2	1.4
Ravinia Type programs (free response)	1	.7
Regional track meet (free response)	1	.7
Art exhibition (free response)	1	.7
Not interested in attending any activity at Harper	25	17.6

Interest in participating at Harper in the following:

Community Theater	10	7.0
Community Basketball League	9	6.3
Community orchestra	6	4.2
Community chorus	6	4.2
Community chess tournament	4	2.8
Art seminars	2	1.4
Civil War Round Table (free response)	1	.7
Softball league (free response)	1	.7
Racquet Ball (free response)	1	.7
Theater group for children (free response)	1	.7
Tennis tournament	1	.7
Volleyball league	1	.7
Not interested	108	75.5

Interest in participating in a seminar conducted by a professional in the following fields:

Field		
How to improve at racquet ball	20	14.0
How to improve your design work	8	5.6
How to improve playing your instrument	7	4.9
How to improve your billards game	7	4.9
How to improve your chess game	6	4.2
How to improve your singing	3	2.1
Tennis (free response)	2	1.4
Using you mind to fullest extent (free response)	2	1.4
Yoga	2	1.4
Golf	1	.7
Not intersted in any such seminar	95	66.4

Support for Referendum	Number	Percent
Would support 7½% increase in taxes	72	52.2
Would support a middle ground	1	.7
Not sure	1	.7
Would not support any increase	64	46.4
	138	100.0

Support for referendum by those households who have never attended courses at Harper		
Would support 7½% increase in taxes	35	52.2
Would support a middle ground	1	1.5
Would not support any tax increase	31	46.3
	67	100.0

Support for referendum by those household where the respondent's education level was less than the Bachelor's level		
Would support a 7½% increase in taxes	35	47.9
Not sure	1	1.4
Would not support any increase in taxes	37	50.7
	73	100.0

EMPLOYER SURVEY

Type of Firm	Number	Percent
Retail, publishing, printing and food service	4	13.3
Metal, chemical, petroleum, plastics, drugs cosmetics, diversified manufacturing	10	33.4
Electrical, electronics industries	7	23.3
Manufacturing other	9	30.0
	30	100.0

Size of Firm		
More than 500 employees	9	30.0
201 - 500 employees	4	13.3
51 - 200 employees	7	23.3
Less than 50 employees	10	33.4
	30	100.0

Median size 157 employees

Experience in Hiring Harper Graduates

Experience		
Hired more than ten	1	3.5
Hired three to ten	6	20.7
Hired one or two	5	17.2
Not sure exact number	2	6.9
Never hired Harper grads	15	51.7
	29	100.0

Experience with Employees Taking Courses at Harper

Number of employees who have taken courses	Number	Percent
51 - 100	1	3.3
26 - 50	2	6.7
10 - 25	6	20.0
Under 10	13	43.3
Not sure of exact number	2	6.7
None	6	20.0
	30	100.0

If Harper offered courses which you felt would benefit employees, would you recommend this?

Response		
Definitely yes	21	70.0
Maybe	9	30.0
Definitely no	0	0
	30	100.0

All 30 indicated Harper was not a factor in the decision to locate organization at present site.

If Harper were to sponsor cultural arts programs for businesses at employees lunch hour

Interest in hosting event		
Definitely yes	3	10.0
If they could be included in planning	1	3.3
Not sure	13	43.4
Definitely no	13	43.3

How program should be financed		
Firms purchase individual shows	8½	28.3
Firms contribute set amount to cultural arts foundation	7½	25.0
Admission fee	1	3.3
Program should not be conceived	13	43.4
	30	100.0

Degree of Support for Referendum		
Would support 7½¢ tax increase	15	57.7
Would support some type of alternative position	2	7.7
Undecided at this time - need more study	3	11.5
Company prefers not to take a position	1	3.9
Would not support an increase of any kind	5	19.2
	26	100.0

CIVIC ORGANIZATIONS

Position type	Number	Percent
Elected official or trustee	4	12.9
Governmental or public employee	6	19.4
Civic group leader	19	61.3
Private agency official	2	6.4
	31	100.0

Organization size		
Over 250	4	12.9
100 - 250	5	16.1
50 - 99	10	32.2
25 - 49	6	19.4
Under 25	6	19.4
	31	100.0
Median size 67		

Experience in hiring Harper graduates

Experience		
Hired three to ten	3	25
Hired one or two	6	50
Have never hired Harper grads	3	25
Sub-total	12	100
Not applicable	19	61.3
Total	31	100

Experience of employees or club members in taking courses or seminars at Harper

Number who have taken courses at Harper		
51 - 100	1	3.2
26 - 50	1	3.2
10 - 25	8	25.8
Under 10 employees	19	61.3
None	2	6.5
	31	100.0

If Harper offered courses or seminars which you felt would benefit employees or club members, would you recommend your employees enrolling?

Response		
Definitely yes	15	48.4
Maybe	15	48.4
Definitely no	1	3.2
	31	100.0

Support for the referendum

Response	Number	Percent
Would support 7½¢ tax increase	18	62.1
Depends on program planning	1	3.4
Would support a lesser amount	1	3.5
Undecided	1	3.4
Would not support any amount	8	27.6
	29	100.0

Governmental Organizations

All respondents were elected officials or trustees.

Size of Organization

Size	Number	Percent
Over 250	3	15.8
100 - 250	5	26.3
50 - 99	4	21.1
Under 25	7	36.8
	19	100.0
Median size 81		

Experience with hiring Harper graduates

Experience		
Hired more than ten	1	14
Hired one or two	3	43
Never hired Harper grads	3	43
Sub-total	7	100
Not applicable	15	68.2
Total	22	100

Experience of organization members or employees taking courses at Harper

Number who have taken courses at Harper		
26 - 50	2	10.5
10 - 25	2	10.5
Under 10	9	47.4
Don't know exact number	1	5.3
None	5	26.3
	19	100.0

If Harper offered course or seminars which you thought would benefit employees, would you recommend they do so?

Response		
Definitely yes	15	71.4
Maybe	6	28.6
No	0	0
	21	100.0

Support for the referendum

Response	Number	Percent
Would support 7½¢ tax increase	10	47.6
Would support lesser amount	1	4.8
Would support it if I knew Harper had done all it could to reduce costs	1	4.8
Would not support any increase	9	42.8
	21	100.0

COMMENTS

Students

I think that Harper should eliminate all of the goofy "women's" programs. They are a complete waste of money. I also think that some of the counselors should go, because they are a waste of money.

Students who are out-of-district and receiving chargebacks from other schools should not be required to pay out-of-district fees for a class that is not required in his or her curriculum. For instance, a student who wants to take a speech class and is involved with the fashion merchandising program.

Classes in career programs should be accredited so if a student decides to transfer to a four year college not only can their experience at Harper be valued, but maybe their credits can be also.

Student evaluations of teachers should be taken into consideration more than they are to commend good teachers and get rid of the worthless ones.

Student activity fees should be eliminated if they are going to be put towards Student Senate trips to Washington and other such places.

Thanks for sending the survey. I hope this one is not disregarded as some of the teacher's evaluations seem to be.

I have been extremely pleased with the quality education of Harper. The only one error I have found in your whole faculty set is an instructor in the Business division. The instructor is not the kind of quality of educational material found in the usual Harper departments. Otherwise Harper has been quite a job.

There should be more attention paid to the student evaluation since we are the ones who would best know if the teacher's teaching techniques are successful. I was exposed to teachers at Harper who have given the distinct impression of not enjoying teaching. This is reflected in the student's grades. When I take classes there it's because I needed the information. If the teacher will not work at his presentations, we suffer later when we need this information. Having been through a career program, there have been many instances in later classes and in my present job (Medical Laboratory Technician) that I have wished had had a better teacher so I could really have learned the material. I was never a poor student - I was on the Dean's List and the Trustee's List at various times in the MLT Program and graduated on the Honor's List. So it was not as if I was dumb or a student who didn't try. This is not to say all the teachers are bad. I came in contact with a number of excellent teachers. I am merely saying that these evaluations should be looked at more closely by adminstration as well as the teachers themselves (especially the written comments on the back).

Comments (continued)

Governmental Organizations

I do not believe any institution can be all things to all people. To try and provide every possible educational opportunity for everyone would be a ridiculous expenditure of funds. Courses that are not well received should be dropped and the cost benefit of off-campus education should be examined. I do not think the taxpayers should be asked to support additional facilities and programs at this time.

Purge your distribution files to eliminate duplicate mailings.

Community

Harper will have fulfilled its potential to the community when it reacts to suggested programs and courses in a positive and practical manner without undue delay. I am still looking forward to Harper plowing new fields to provide for a one and only "Public Works Academy" for municipal employees.

I would support a higher increase, if necessary.

Why not reduce staff?

Harper is building an empire by using aggressive promotion attracting elderly students who are being subsidized by the taxpayer. How lengthy is the obligation of the taxpayer to educate others? Let them pay for their amusement.

The nursing program is a disaster. I have worked with many Harper graduates and they leave much to be desired.

I doubt thay any tax increase referendum can be passed at the present time and that any attempt would be a waste of money that could be spent by Harper on other things.

Senior citizens tend to help defeat tax referendums in order to hold down property taxes - they can't have it both ways - lower taxes and lower tuition!

Why cut the quality of the programs instead of the quantity of programs?

I would support all efforts to upgrade academically, but would not support further offerings such as "Beginning Bridge." I have the strong feeling that Harper is not as tough academically as other schools.

If personal responses are allowed: I think the Triton College aspect serves far many more people and related fields than Harper will ever do. You must realize that population around a given district will effect the college's potential.

I feel that the land purchased for a second campus should be sold to finance Harper's needs.

I do believe our community needs a good junior college and I have no reason to believe that Harper is not a good junior college. I am opposed, however, to Harper College becoming a cultural center for the northwest suburbs. With our local public library attempting to become a cultural center and the part district also making noises in that direction, I'm becoming even more concerned about my tax dollar. Also, the proposed tax increase mentioned in your questionnaire of about 50% for Harper College appears to me to be somewhat high. I hope the mission of Harper College is to become a very high quality junior college.

STATEMENT AGREEMENT

AND

GOAL AGREEMENT

SURVEY RESULTS IN DETAIL

Please examine each of the following statements about Harper College and indicate the degree to which you agree to the statement.

	Students			Governmental Organizations			Civic			Community			Employers		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
1. I believe that:															
A. Harper is a high quality institution meeting community needs with strong programs/services.	92	3.12	92.4	13	3.31	100	17	3.05	94.1	60	2.62	61.7	13	2.77	76.9
B. Harper offers some high quality programs/services but has some serious faults.	93	2.16	48.4	13	2.38	53.9	18	2.38	61.1	59	2.33	28.8	13	1.84	23.0
C. Harper is a poor quality institution.	92	.38	0	13	.54	0	17	.70	0	60	1.11	1.6	13	.92	0
D. Harper must make the public aware of it because I know little about its mission and the programs and services it offers.	91	1.63	33.0	13	1.62	30.8	17	1.64	29.4	62	2.16	45.1	13	2.53	69.2
E. I am very aware of Harper's mission, offerings and programs.	92	2.52	68.5	13	2.54	76.9	17	2.52	76.4	57	1.77	35.0	13	2.07	69.2
F. Harper makes many services available to the general public such as cultural events, informational services or professional services.	92	2.90	84.8	13	2.69	76.9	17	2.94	82.3	61	2.34	49.1	13	2.38	38.4
G. Harper has made a positive contribution to the cultural level of the community.	93	2.96	79.6	13	2.92	84.6	17	2.88	82.3	61	2.55	62.2	13	2.84	76.9

Please examine each of the following statements about Harper College and indicate the degree to which you agree to the statement.

	Faculty			Staff			Board			Total		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
1. I believe that:												
A. Harper is a high quality institution meeting community needs with strong programs/services.	141	3.23	91.4	72	3.31	98.6	8	3.50	100	415	3.12	83.4
B. Harper offers some high quality programs/services but has some serious faults.	140	2.75	75.7	73	2.43	63.0	8	2.12	62.5	416	2.44	57.4
C. Harper is a poor quality institution.	142	.30	1.4	73	.36	1.3	8	.25	0	417	.49	0.9
D. Harper must make the public aware of it because I know little about its mission and the programs and services it offers.	140	2.62	65.0	72	2.55	63.8	8	2.25	62.5	415	2.24	43.6
E. I am very aware of Harper's mission, offerings and programs.	140	1.52	25.7	74	1.64	32.4	8	1.75	37.5	413	1.89	42.9
F. Harper makes many services available to the general public such as cultural events, informational services or professional services.	143	3.02	89.5	74	3.14	94.5	8	3.00	87.5	420	2.88	81.2
G. Harper has made a positive contribution to the cultural level of the community.	143	2.83	79.0	74	2.98	82.4	8	3.38	100	421	2.86	77.9

The following statements describe various options that Harper College might pursue. Please indicate the degree to which you agree that the college should pursue this particular option.

	Students			Governmental Organizations			Civic			Community			Employers		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
2. Harper should:															
A. Schedule and offer any program or course for which there is sufficient interest or demand.	87	3.32	95.4	13	2.54	69.2	17	2.64	70.5	62	2.72	75.8	12	1.91	41.6
B. Offer additional programs to keep pace with the needs of the college district.	88	3.02	87.5	10	2.20	50.0	14	2.50	64.2	74	2.59	71.6	17	2.70	76.4
C. Limit offerings and programs to those traditionally found in colleges.	86	.83	8.1	13	1.00	15.4	17	1.23	29.4	61	1.34	18.0	12	2.08	41.6
D. Limit program offerings by continuing existing offerings but not adding any programs.	86	.83	3.5	10	2.10	40.0	14	1.50	28.5	72	1.68	31.9	16	1.62	31.2
E. Expand services offered the community such as cultural events informational services or professional services.	87	2.79	75.9	13	2.77	69.2	15	3.06	93.3	61	2.59	63.9	13	1.84	46.1
F. Reduce the number of current offerings and add no new programs.	86	.69	7.0	10	1.90	40.0	14	1.00	14.2	75	1.35	12.0	14	.64	0
G. Continue to offer credit by examination.	88	3.16	88.6	13	2.69	69.2	17	3.23	100	62	2.83	77.4	11	2.72	72.7
H. Vigorously pursue grant money for new programs and services.	87	3.23	93.1	8	2.50	62.5	14	3.35	92.8	75	2.78	72.0	15	3.00	80.0
I. Offer credit for lifelong experience.	87	2.80	71.3	13	2.08	46.2	16	2.81	81.2	62	2.55	62.9	10	2.10	40.0
J. Pursue only those grants needed to support existing programs/services.	87	1.14	13.8	9	1.89	44.4	12	1.41	16.6	74	1.50	22.9	14	1.71	35.7

The following statements describe various options that Harper College might pursue. Please indicate the degree to which you agree that the college should pursue this particular option.

	Faculty			Staff			Board			Total		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
2. Harper should:												
A. Schedule and offer any program or course for which there is sufficient interest or demand.	134	2.36	66.4	71	2.76	76.0	8	2.5	62.5	403	2.70	75.2
B. Offer additional programs to keep pace with the needs of the college district.	133	3.33	90.9	70	3.05	92.8	8	3.12	100	413	3.00	84.7
C. Limit offerings and programs to those traditionally found in colleges.	134	.79	4.4	71	.80	8.4	8	1.25	25.0	401	.96	10.9
D. Limit program offerings by continuing existing offerings but not adding any programs.	135	.88	7.4	70	.77	2.8	8	.88	0	410	1.07	12.4
E. Expand services offered the community such as cultural events informational services or professional services.	136	2.64	66.9	71	2.66	71.8	8	2.63	75.0	403	2.66	69.7
F. Reduce the number of current offerings and add no new programs.	134	.63	2.9	71	.66	4.2	8	.75	0	411	.79	6.8
G. Continue to offer credit by examination.	136	2.87	81.6	69	3.18	92.7	8	3.63	100	403	3.00	84.8
H. Vigorously pursue grant money for new programs and services.	135	3.40	93.3	71	3.30	80.2	8	2.38	62.5	412	3.18	85.4
I. Offer credit for lifelong experience.	134	2.65	73.8	70	3.08	81.4	8	2.63	62.5	399	2.72	71.2
J. Pursue only those grants needed to support existing programs/services.	135	.92	7.4	71	1.07	11.3	8	1.50	25.0	409	1.17	14.6

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	Faculty			Staff			Board			Total		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
2. Harper should: (continued)												
K. Offer credit only for completion of course work.	134	1.41	23.8	68	1.13	13.2	8	1.00	12.5	399	1.43	28.8
L. Not seek grant money.	135	.51	4.4	71	.59	5.6	8	.75	12.5	407	.64	5.1
M. Mail semester schedules to all district households.	135	3.15	85.9	70	3.00	84.2	8	2.75	87.5	404	2.87	77.5
N. Offer senior citizens reduced tuition rates.	143	3.23	91.6	74	3.25	91.8	8	2.25	50	430	3.09	85.6
O. Mail no information to households but expect potential students, if they are interested, to come to the campus to find out what is offered at Harper.	142	.54	3.5	73	.49	4.1	8	.37	0	420	.83	10.2
P. Assign a staff person to design special senior citizen programs.	141	2.57	66.6	73	2.39	67.1	8	1.63	25.0	430	2.43	62.1
Q. Send specific program brochures to selected target groups.	143	3.17	95.1	74	2.87	86.4	8	2.75	100	420	2.74	78.3
R. Not offer special services for senior citizens.	139	.89	8.6	74	.58	4.0	8	1.25	.12	424	.99	12.2
S. Send Harper literature to area employers.	98	3.09	88.8	57	3.17	92.9	8	3.12	100	336	2.92	82.7
T. Provide Harper displays at area public gatherings.	142	3.23	92.9	73	3.19	94.5	8	3.25	100	425	3.01	85.4
U. Develop an aggressive news release policy.	143	3.33	94.4	74	3.24	94.5	8	2.62	75.0	429	2.94	79.9
V. Maintain a vigorous high school visitation program.	143	3.39	93.0	74	3.37	97.2	8	3.50	100	429	3.22	91.8

	Students			Governmental Organizations			Civic			Community			Employers		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
2. Harper should: (continued)															
K. Offer credit only for completion of course work.	88	1.39	23.9	13	2.08	53.9	16	1.25	18.7	61	1.67	26.2	12	2.16	50.0
L. Not seek grant money.	86	.52	1.2	10	1.30	10.0	12	0	0	72	1.04	09.7	14	.93	07.1
M. Mail semester schedules to all district households.	88	2.67	70.5	13	2.00	53.9	16	2.87	81.2	63	2.66	68.2	12	2.41	58.3
N. Offer senior citizens reduced tuition rates.	93	3.12	83.9	9	2.44	66.7	13	2.84	84.6	75	2.85	74.6	16	3.06	87.5
O. Mail no information to households but expect potential students, if they are interested, to come to the campus to find out what is offered at Harper.	93	1.04	1.51	13	1.54	46.2	17	1.14	11.7	62	1.29	17.7	12	1.58	16.6
P. Assign a staff person to design special senior citizen programs.	93	2.48	63.4	9	2.11	44.4	14	2.30	57.1	76	2.26	51.3	16	2.68	75.0
Q. Send specific program brochures to selected target groups.	92	2.55	68.5	13	2.85	92.3	17	2.47	76.4	63	1.93	41.2	12	2.75	75.0
R. Not offer special services for senior citizens.	92	1.18	17.4	9	1.33	22.2	14	.85	14.2	74	1.32	17.5	15	1.00	20.0
S. Send Harper literature to area employers.	60	2.77	76.7	10	2.70	80.0	14	3.07	85.7	76	2.59	67.1	14	3.07	100
T. Provide Harper displays at area public gatherings.	91	3.05	87.9	10	2.50	70.0	14	2.78	71.4	75	2.54	65.3	14	2.50	71.4
U. Develop an aggressive news release policy.	93	2.61	62.4	10	2.60	80.0	14	2.92	78.5	75	2.41	58.6	13	2.76	84.6
V. Maintain a vigorous high school visitation program.	93	3.02	87.1	9	3.00	88.9	13	3.53	92.3	75	2.96	89.3	15	3.06	93.3

	Students			Governmental Organizations			Civic			Community			Employers		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
2. Harper should: (continued)															
W. Maintain an active/aggressive speaker's bureau.	93	2.74	72.0	9	2.67	77.8	14	3.21	92.8	75	2.26	50.6	13	2.61	76.9
X. Add staff with responsibility for enrollment expansion.	93	2.40	58.1	10	1.70	30.0	14	2.35	50	75	1.84	33.3	14	1.42	21.4
Y. Assume passive role and depend on college reputation to attract students.	93	1.19	17.2	9	1.78	33.3	14	1.35	28.5	75	1.60	30.6	14	1.71	35.7
Z. Encourage employees to become more active in community service organizations and community activities.	93	2.57	59.1	13	3.00	92.3	18	2.44	61.1	63	2.34	44.4	12	2.83	75.0
AA. Commit substantial funds and effort for programs which would keep faculty current in their field and which encourage them to innovate and develop new programs.	93	2.90	77.4	13	2.54	61.5	17	2.41	70.5	62	2.50	59.6	11	2.90	72.7
BB. Concentrate on continuing review and revision of curriculum.	88	3.16	93.2	13	3.00	92.3	17	3.11	94.1	64	2.96	87.5	12	3.00	91.6
CC. Expand off-campus class offerings by using shopping centers and schools.	88	2.30	53.4	10	2.30	60.0	14	2.21	50.0	53	2.13	53.3	15	1.93	46.1
DD. Eliminate off-campus offerings and schedule all courses on campus.	88	1.42	20.5	10	1.20	20.0	14	1.35	21.4	75	1.80	36.0	14	1.78	46.6
EE. Maintain current off-campus location Willow Park, St. Viator, Barrington and other places.	88	2.58	69.3	10	2.60	70.0	14	2.42	50.0	74	2.20	52.7	14	2.78	50.0

	Faculty			Staff			Board			Total		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
2. Harper should: (continued)												
W. Maintain an active/agressive speaker's bureau.	143	3.17	89.5	71	2.60	80.2	8	3.00	87.5	425	2.79	76.7
X. Add staff with responsibility for enrollment expansion.	140	2.16	47.8	72	2.34	62.5	8	1.25	0	425	2.14	48.0
Y. Assume passive role and depend on college reputation to attract students.	140	.64	5.0	74	.63	5.4	8	.50	0	426	1.01	14.5
Z. Encourage employees to become more active in community service organizations and community activities.	142	2.19	52.8	74	2.12	58.1	8	3.00	87.5	420	2.35	56.6
AA. Commit substantial funds and effort for programs which would keep faculty current in their field and which encourage them to innovate and develop new programs.	142	3.19	87.3	73	2.43	65.7	8	1.88	50.0	418	2.81	74.6
BB. Concentrate on continuing review and revision of curriculum.	137	3.23	94.8	71	3.37	95.7	8	2.75	75.0	409	3.17	92.9
CC. Expand off-campus class offerings by using shopping centers and schools.	136	2.12	57.3	69	2.10	66.6	8	2.25	56.2	392	2.16	56.9
DD. Eliminate off-campus class offerings and schedule all courses on campus.	135	1.05	17.7	69	.91	13.0	8	1.25	25.0	412	1.28	22.2
EE. Maintain current off-campus location Willow Park, St. Viator, Barrington and other places.	135	2.42	71.8	67	2.70	76.1	7	2.57	78.5	408	2.48	67.1

	Students			Governmental Organizations			Civic			Community			Employers		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
3. Harper's class size:															
A. Should remain as it is.	86	2.69	74.4	7	1.71	0	12	2.08	25.	61	2.06	31.1	15	2.20	33.3
B. Should be increased. (This would increase faculty load and the teacher/student ratio but would reduce costs or would release funds to be used in other ways.)	84	1.48	27.4	9	2.78	55.6	12	2.08	25.	61	2.16	37.7	14	1.92	21.4
C. Should be decreased. (This would decrease faculty load and the teacher/student ratio but would increase costs and take funds away from other areas.)	84	1.19	13.1	7	1.43	0	12	1.75	8.3	58	1.46	08.6	13	1.46	0
4. Harper faculty should continue to be evaluated by their division chairman, their fellow faculty members and by students and this evaluation be used:															
A. To determine pay increases, promotion and awards.	92	2.54	67.4	12	2.92	83.3	17	2.35	58.8	59	2.76	69.4	11	2.63	63.6
B. To determine only non-monetary items such as promotion or awards.	89	1.73	36.0	12	1.58	25.0	16	1.75	37.5	57	1.79	31.6	10	1.70	40.0
C. Faculty should be evaluated but it should only be for their self development and the faculty members are the only ones who should see their own evaluation.	92	1.78	40.2	12	1.67	33.3	16	1.75	37.5	58	1.75	36.2	10	1.80	50.0
D. Faculty should not be evaluated.	92	.43	3.3	12	.17	0	16	.37	0	55	.78	3.6	10	.60	0

	Faculty			Staff			Board			Total		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
3. Harper's class size:												
A. Should remain as it is.	133	1.86	48.8	68	2.22	51.4	8	1.50	37.5	389	2.15	49.8
B. Should be increased. (This would increase faculty load and the teacher/student ratio but would reduce costs or would release funds to be used in other ways.)	128	.64	7.0	65	1.84	36.9	7	2.14	57.1	379	1.45	24.5
C. Should be decreased. (This would decrease faculty load and the teacher/student ratio but would increase costs and take funds away from other areas.)	118	1.94	44.9	66	1.12	10.6	7	.29	0	364	1.48	21.1
4. Harper faculty should continue to be evaluated by their division chairman, their fellow faculty members and by students and this evaluation be used:												
A. To determine pay increases, promotion and awards.	139	.74	10.7	74	2.14	52.7	8	2.38	62.5	409	1.89	45.9
B. To determine only non-monetary items such as promotion or awards.	139	1.59	37.4	74	1.45	28.3	8	1.25	25.0	405	1.63	34.1
C. Faculty should be evaluated but it should only be for their self development and the faculty members are the only ones who should see their own evaluation.	138	2.68	67.3	74	.83	21.6	8	.88	12.5	407	1.89	44.9
D. Faculty should not be evaluated.	135	.94	10.3	74	.40	0	8	.25	0	401	.63	4.7

	Students			Governmental Organizations			Civic			Community			Employers		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
5. Harper should be an innovative institution and commit college funds to conduct faculty and administrative in-service development sessions, to provide funds for innovative travel and to provide funds to encourage and make possible new and innovative faculty or staff projects and to provide funds for faculty to update existing curriculum.	93	2.69	73.1	10	1.90	40.0	14	2.42	64.2	67	1.80	32.8	15	1.93	33.3
6. Harper should expend funds and effort to develop home delivery systems involving video discs, slides, audio cassettes and other course material. This would allow students in the future to take some courses either all or in part in their homes.	93	1.97	44.1	10	1.30	10.0	14	1.35	21.4	68	1.85	36.7	15	1.53	13.3

*AR = Agreement Rating
4 = Strongly Agree
3 = Agree
2 = No Opinion
1 = Disagree
0 = Strongly Disagree

	Faculty			Staff			Board			Total		
	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %	N	AR*	Agree %
5. Harper should be an innovative institution and commit college funds to conduct faculty and administrative in-service development sessions, to provide funds for innovative travel and to provide funds to encourage and make possible new and innovative faculty or staff projects and to provide funds for faculty to update existing curriculum.	138	3.27	89.1	73	2.80	72.6	8	2.06	59.3	417	2.69	69.0
6. Harper should expend funds and effort to develop home delivery systems involving video discs, slides, audio cassettes and other course material. This would allow students in the future to take some courses either all or in part in their homes.	139	1.81	34.5	74	2.00	43.2	8	1.50	25.0	420	1.84	36.6

*AR = Agreement Rating
4 = Strongly Agree
3 = Agree
2 = No Opinion
1 = Disagree
0 = Strongly Disagree

Survey of Goals and Impact of Harper College

Goal

What Should Happen at Harper College

7. Personal Development of Students Check (✓) one column under goal and one column under impact for each statement.	Students N	Students IR*	Governmental Organizations N	Governmental Organizations IR*	Civic N	Civic IR*	Community N	Community IR*	Employers N	Employers IR*	Faculty N	Faculty IR*	Staff N	Staff IR*	Board N	Board IR*	Total N	Total IR*
A. Help students acquire depth of knowledge in at least one discipline.	87	3.07	13	3.08	16	3.00	58	3.05	13	3.46	140	3.10	67	3.04	7	3.00	401	3.08
B. Teach students methods of scholarly inquiry, scientific research or problem definition or solution.	84	3.06	9	3.33	14	3.36	70	3.37	15	3.46	140	3.09	70	3.07	8	3.38	410	3.16
C. Help students identify their own personal goals and develop means of achieving them.	87	3.48	13	3.62	16	3.43	61	3.47	13	3.53	140	3.40	70	3.65	8	3.38	408	3.48
D. Insure students acquire a basic knowledge in humanities, social science and natural sciences.	88	2.70	9	3.33	14	3.21	69	3.08	15	2.66	140	3.13	69	2.92	8	3.38	412	2.99
E. Increase the desire and ability of students to undertake self-directed learning.	87	2.85	13	3.23	16	3.18	60	3.20	13	3.30	138	3.09	70	3.04	8	3.00	405	3.06
F. Develop student's ability to synthesize knowledge from a variety of sources.	86	3.17	9	3.44	14	3.50	69	3.49	15	3.33	138	3.34	70	3.42	8	3.63	409	3.36
G. Help students develop a sense of self worth and self confidence.	87	3.43	13	3.38	17	3.35	60	3.08	13	3.46	139	3.35	68	3.53	8	3.38	405	3.36
H. Provide students with new and different intellectual experiences--broaden their horizons.	87	3.43	9	2.56	13	3.30	69	3.10	15	3.27	140	3.24	68	3.25	8	3.25	409	3.25
I. Develop creativity and creative perspectives among students.	89	3.02	13	3.08	16	3.12	59	2.96	13	3.15	139	2.96	70	3.25	8	2.75	407	3.04
J. Develop student concern for human welfare.	87	2.90	9	2.78	14	2.92	71	2.80	15	2.73	139	3.12	70	3.10	8	3.00	413	2.98

7. Personal Development of Students (continued) Check (√) one column under goal and one column under impact for each statement.	Students N	Students IR*	Governmental Organizations N	Governmental Organizations IR*	Civic N	Civic IR*	Community N	Community IR*	Employers N	Employers IR*	Faculty N	Faculty IR*	Staff N	Staff IR*	Board N	Board IR*	Total N	Total IR*
K. Develop student awareness of the purposes of the private enterprise system and the profit motive.	86	2.62	13	2.77	16	2.75	60	2.95	13	3.53	137	2.28	66	2.50	8	2.50	399	2.57
L. Increase student awareness of the arts, aesthetics and cultural values.	87	2.51	9	2.67	14	2.57	69	2.70	15	2.40	137	2.92	66	2.59	8	2.63	405	2.70
M. Create awareness of students to principles of freedom and democratic governance.	85	2.93	13	3.15	16	3.12	61	3.05	13	3.38	136	3.13	66	3.11	8	3.13	398	3.08
N. Improve students' human relations or leadership skills.	87	2.92	9	3.22	14	2.92	71	3.52	15	3.20	137	2.89	65	2.98	8	2.75	406	3.04
O. Improve students' communication skills.	88	3.36	13	3.69	16	3.56	61	3.39	13	3.53	136	3.65	66	3.59	8	3.75	401	3.53
P. Improve students' general knowledge and personal satisfaction.	86	3.37	9	3.44	14	2.85	72	3.37	15	3.20	136	3.32	66	3.43	8	3.00	406	3.33
Q. Help student develop personal philosophy and set of values and beliefs.	86	2.85	13	3.15	17	3.00	61	2.85	13	3.07	136	3.06	65	2.98	8	2.75	399	2.96
R. Allow students opportunity to earn an associate degree or a certificate.	86	3.26	9	3.11	14	3.28	71	3.15	15	3.13	136	3.14	66	3.22	8	3.14	405	3.18
S. Prepare students to transfer to a four year college.	86	3.23	13	2.85	17	2.82	61	2.98	12	3.58	136	3.00	66	3.04	8	3.13	399	3.06
T. Prepare students for a specific new career.	85	3.21	13	3.08	17	3.00	58	2.90	13	3.07	137	3.03	65	3.18	8	3.13	396	3.08
U. Provide opportunity for students to participate in extra curricular activities and meet a variety of people.	86	2.91	9	2.11	13	2.46	67	2.52	13	2.54	137	2.59	66	2.59	8	2.63	399	2.63
V. Encourage students to participate in community service activities.	89	2.29	13	3.23	16	2.50	59	2.31	13	1.92	139	2.38	66	2.24	8	1.88	403	2.33

7. Personal Development of Students (continued)	Students		Governmental Organizations		Civic		Community		Employers		Faculty		Staff		Board		Total	
	N	IR*	N	IR*	N	IR*	N	IR*	N	IR*	N	IR*	N	IR*	N	IR*	N	IR*
Check (✓) one column under goal and one column under impact for each statement.																		
W. Upgrade students' job skills in their present employment situation.	90	2.78	9	2.67	13	2.92	65	2.88	13	2.69	139	2.88	66	2.73	7	3.00	402	2.83
X. Create image of institution as intellectually exciting and stimulating.	89	2.73	9	2.33	13	2.76	63	3.00	13	2.54	135	3.04	64	3.05	6	3.17	392	2.92
Y. Make every effort to reach non-traditional students (those who have been out of high school for some time.)	88	2.66	9	2.44	13	2.76	65	2.49	13	2.00	140	2.92	66	2.79	8	2.88	402	2.73
Z. Serve the educationally disadvantaged student.	87	2.86	8	2.63	13	2.38	65	2.34	12	2.50	137	2.68	65	2.94	8	2.25	395	2.68
8. Institutional Activities																		
A. Hold students throughout the institution to high standards of intellectual performance.	84	3.11	13	3.23	16	2.93	57	3.11	12	2.91	138	3.31	67	3.26	8	3.63	395	3.21
B. Serve the physically disadvantaged students.	88	3.23	13	3.00	15	2.33	57	2.91	10	2.70	137	2.95	66	3.22	8	2.88	394	3.02
C. Make every effort to serve all population segments so that the characteristics of the student body matches the population profile.	88	2.51	13	2.23	16	2.37	57	2.47	12	2.33	134	2.54	66	2.85	8	2.00	394	2.54
D. Demonstrate clearly Harper's accountability and measures of its effectiveness.	86	3.02	13	2.92	15	3.07	63	3.01	12	3.25	134	2.88	64	3.25	7	3.57	394	3.02
E. Provide an environment stressing a feeling of community and a sense of identity.			9	2.22	13	2.92	65	2.66	13	2.38							100	2.62

*IR = Importance of rating
4 = Most important
3 = Very important
2 = Somewhat important
1 = Not important
0 = Harper should not be included

Impact

What Actually Occurs at Harper College

7. Personal Development of Students Check (✓) one column under goal and one column under impact for each statement.	Students N	Students ER*	Governmental Organizations N	Governmental Organizations ER*	Civic N	Civic ER*	Community N	Community ER*	Employers N	Employers ER*	Faculty N	Faculty ER*	Staff N	Staff ER*	Board N	Board ER*	Total N	Total ER*
A. Help students acquire depth of knowledge in at least one discipline.	72	2.81	7	3.00	6	3.17	16	3.13	3	3.00	129	2.93	52	3.00	6	3.17	291	2.94
B. Teach students methods of scholarly inquiry, scientific research or problem definition or solution.	71	2.73	2	3.50	5	2.20	18	2.67	3	3.00	121	2.62	49	2.59	5	3.00	274	2.66
C. Help students identify their own personal goals and develop means of achieving them.	74	2.50	5	2.80	4	3.00	17	2.47	3	3.00	123	2.64	55	2.53	5	3.20	286	2.59
D. Insure students acquire a basic knowledge in humanities, social science and natural sciences.	76	2.97	1	4.00	6	2.83	22	2.86	3	3.00	125	2.75	56	2.91	6	3.17	295	2.86
E. Increase the desire and ability of students to undertake self-directed learning.	65	2.32	5	2.80	3	2.33	9	2.89	3	2.33	114	2.39	43	2.42	5	3.00	247	2.41
F. Develop student's ability to synthesize knowledge from a variety of sources.	65	2.60	2	3.50	4	2.50	17	2.71	4	2.00	119	2.50	45	2.62	5	3.20	261	2.57
G. Help students develop a sense of self worth and self confidence.	68	2.24	4	2.75	6	3.00	12	2.75	3	3.33	117	2.70	46	2.61	5	3.00	261	2.59
H. Provide students with new and different intellectual experiences - broaden their horizons.	80	2.76	1	4.00	5	2.20	16	2.69	3	3.00	126	2.85	49	2.73	6	3.00	286	2.79
I. Develop creativity and creative perspectives among students.	73	2.68	4	3.00	4	3.00	13	3.08	3	2.00	104	2.70	43	2.56	4	3.00	248	2.70
J. Develop student concern for human welfare.	59	2.20	1	4.00	5	2.20	14	2.50	2	1.50	104	2.38	39	2.23	3	3.00	227	2.32

7. Personal Development of Students (continued) Check (✓) one column under goal and one column under impact for each statement.	Students N	Students ER*	Governmental Organizations N	Governmental Organizations ER*	Civic N	Civic ER*	Community N	Community ER*	Employers N	Employers ER*	Faculty N	Faculty ER*	Staff N	Staff ER*	Board N	Board ER*	Total N	Total ER*
K. Develop student awareness of the purposes of the private enterprise system and the profit motive.	58	2.41	5	2.2	3	2.33	10	2.60	4	2.00	83	2.53	36	2.42	5	2.20	204	2.45
L. Increase student awareness of the arts, aesthetics and cultural values.	65	2.68	1	4.00	4	2.75	17	2.94	3	3.00	118	2.73	46	2.61	6	3.00	260	2.72
M. Create awareness of students to principles of freedom and democratic governance.	62	2.65	5	2.6	5	3.40	8	2.50	3	3.33	102	2.73	37	2.46	5	2.60	227	2.67
N. Improve students' human relations or leadership skills.	67	2.52	1	4.00	4	2.50	16	2.69	3	3.00	101	2.61	40	2.53	6	3.00	238	2.60
O. Improve students' communication skills.	72	2.89	6	2.67	5	3.20	12	3.25	4	2.50	125	2.63	47	2.66	7	3.00	280	2.78
P. Improve students' general knowledge and personal satisfaction.	74	2.89	1	4.00	4	2.00	18	3.11	4	3.00	120	2.91	44	2.89	5	3.20	270	2.91
Q. Help student develop personal philosophy and set of values and beliefs.	62	2.21	4	2.00	2	3.00	9	2.44	3	2.33	99	2.68	42	2.19	4	3.25	225	2.45
R. Allow students opportunity to earn an associate degree or a certificate.	81	3.43	2	3.50	5	3.00	21	3.38	6	3.50	131	3.24	56	3.32	6	3.50	308	3.32
S. Prepare students to transfer to a four year college.	81	2.96	7	3.14	8	3.00	15	2.80	3	3.00	132	3.04	52	3.04	6	3.33	304	3.01
T. Prepare students for a specific new career.	77	3.12	5	3.00	6	3.00	15	3.00	3	2.00	129	3.06	53	3.04	6	3.33	294	3.06
U. Provide opportunity for students to participate in extra curricular activities and meet a variety of people.	77	2.43	0	-	5	2.40	19	2.58	3	2.33	124	2.62	49	2.80	5	3.20	282	2.60
V. Encourage students to participate in community service activities.	59	2.15	3	2.33	4	2.50	7	2.71	3	2.00	93	1.86	31	2.00	2	3.00	202	2.03

7. Personal Development of Students (continued)	Students N	Students ER*	Governmental Organizations N	Governmental Organizations ER*	Civic N	Civic ER*	Community N	Community ER*	Employers N	Employers ER*	Faculty N	Faculty ER*	Staff N	Staff ER*	Board N	Board ER*	Total N	Total ER*
Check (✓) one column under goal and one column under impact for each statement.																		
W. Upgrade students' job skills in their present employment situation.	53	2.64	1	3.00	4	2.50	13	2.62	5	2.80	122	2.97	46	2.65	4	3.00	248	2.81
X. Create image of institution as intellectually exciting and stimulating.	69	2.13	2	3.00	3	2.33	19	2.26	3	3.00	112	2.29	45	1.84	5	2.60	258	2.19
Y. Make every effort to reach non-traditional students (those who have been out of high school for sometime.)	47	2.87	2	3.00	3	2.66	12	2.67	3	2.67	119	2.59	45	2.51	5	2.60	236	2.64
Z. Serve the educationally disadvantaged student	56	3.14	0	-	1	1.00	9	2.33	1	0	105	2.52	45	2.62	4	3.25	221	2.68
8. Institutional Activities																		
A. Hold students throughout institution to high standards of intellectual performance.	70	2.54	2	3.50	5	2.60	8	3.50	3	2.33	124	2.47	48	2.40	6	2.33	266	2.51
B. Serve the physically disadvantaged students.	67	3.16	2	3.50	3	1.67	5	2.60	2	3.00	123	2.76	55	2.69	6	2.67	263	2.84
C. Make every effort to serve all population segments so that the characteristics of the student body matches the population profile.	47	2.53	5	3.80	5	3.40	6	2.83	2	3.50	92	2.48	45	2.51	4	2.75	206	2.58
D. Demonstrate clearly Harper's accountability and measures of its effectiveness.	53	2.74	6	1.67	6	2.50	4	3.25	3	3.00	101	2.23	44	2.32	6	2.50	223	2.40
E. Provide an environment stressing a feeling of community and a sense of identity.			0	-	5	2.80	14	2.79	3	1.33							22	2.59

*ER = Excellent rating
4 = Harper does an excellent job for all students
3 = Harper does an excellent job for some students
2 = Harper does an average job
1 = Harper does a part job
0 = Harper is not involved with this activity

APPENDIX

SCHEDULE OF FORMS

FOR EACH CONSTITUENT GROUP

Constituent Group	Forms Sent
Employers	Special General Survey Form Statement and Goal Form (either Form A or Form B)
Governmental Organizations and Civic Groups	Special General Survey Form Statement and Goal Form (either Form A or Form B)
Community	Special General Survey Form Statement and Goal Form (either Form A or Form B)
Students	Statement and Goal Forms Both Forms A and Forms B
Faculty	Statement and Goal Forms Both Forms A and Forms B
Staff	Statement and Goal Forms Both Forms A and Forms B
Board of Trustees	Statement and Goal Forms Both Forms A and Forms B

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

June 22, 1978

Dear President or Manager:

Early this year, Harper College initiated a comprehensive effort to prepare a college master plan. This new plan would serve to update the original study which has guided the college through its initial development.

We are concerned with the perceptions that are held by leaders of the business and industrial community and hope that you will be willing to share your perceptions with us. The attached survey is meant to offer you that opportunity. We believe that your responses to it will furnish necessary planning information and will provide us the information required to compare the perceptions of five separate and important groups.

The survey is being sent to:

1) Members of the Board of Trustees,
2) the teaching faculty, staff and administrative faculty of the college, and randomly selected students,
3) a randomly selected group of persons residing within the district,
4) selected business leaders and employers within the district, and
5) selected governmental and civic leaders within the college district.

In addition to a common set of survey items, those of you who represent the last three groups will be asked to respond to a set of items that are consistent with your particular interests and will furnish us with additional information which will be of value to us.

Your response to this survey is important. We would greatly appreciate your completing it at your earliest possible convenience and returning it in the accompanying envelope.

Thank you for your willingness to participate in tis important activity.

John Muchmore, Ph. D.
Project Coordinator

JM/kp

Enclosures

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

July 3, 1978

Early this year, Harper College initiated a comprehensive effort to prepare a college master plan. This new plan will serve to update the original study which has guided the college through its initial development.

We are concerned with the perceptions of those who are leaders in the civic and governmental activities and hope that you will be willing to share your perceptions with us. The attached survey is meant to offer you that opportunity. We believe that your responses to it will furnish us necessary planning information required to compare the perceptions of five separate and important groups.

The survey is being sent to:

1) Members of the Board of Trustees,
2) the teaching faculty, staff and administrative faculty of the college, and randomly selected students,
3) a randomly selected group of persons residing within the district,
4) selected business leaders and employers within the district, and
5) selected governmental and civic leaders within the college district.

In addition to a common set of survey items, those of you who represent the last three groups will be asked to respond to a set of items that are consistent with your particular interests and will furnish us with additional information which will be of value to us.

Your response to this survey is important. We would greatly appreciate your completing it at your earliest possible convenience and returning it in the accompanying envelope.

Thank you for your willingness to participate in this important activity.

John Muchmore, Ph.D.
Project Coordinator

Enclosures

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

June 14, 1978

Dear Resident of the Harper College District:

Early this year, Harper College initiated a comprehensive effort to prepare a college master plan. This new plan would serve to update the original study which has guided the college through its initial development.

We are especially concerned with the perceptions of those of you who are members of our service district and are directly affected by the activities of the college. We hope you will be willing to share those perceptions with us. The attached survey is meant to offer you that opportunity. We believe that your responses to it will furnish us with valuable planning information and provide us the information required to compare the perceptions of five separate and important groups.

The survey is being sent to:

1) Members of the Board of Trustees,
2) the teaching faculty, staff and administrative faculty of the college,
3) a randomly selected group of persons residing within the district,
4) selected business leaders and employers within the district, and
5) selected governmental and civic leaders within the college district.

In addition to a common set of survey items, those of you who represent the last three groups will be asked to respond to a set of items that are consistent with your particular interests and will furnish us with additional information which will be of value to us.

Your response to this survey is important. We would greatly appreciate your completing it at your earliest possible convenience and returning it in the accompanying envelope.

Thank you for your willingness to participate in this important activity.

John Muchmore

John Muchmore, Ph. D.
Project Coordinator

JM/kp

Enclosures

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

July 3, 1978

Dear Student:

Early this year, Harper College initiated a comprehensive effort to prepare a college master plan. This new plan will serve to update the original study which has guided the college through its initial development.

We are concerned with the perceptions of those who are students at Harper College and hope that you will be willing to share your perceptions with us. The attached survey is meant to offer you that opportunity. We believe that your responses to it will furnish us necessary planning information and provide the information required to compare the perceptions of five separate and important groups.

The survey is being sent to:

1) Members of the Board of Trustees,

2) the teaching faculty, staff and administrative faculty of the college, and randomly selected students,

3) a randomly selected group of persons residing within the district,

4) selected business leaders and employers within the district, and

5) selected governmental and civic leaders within the college district.

In addition to a common set of survey items, those who represent the last three groups will be asked to respond to a set of items that are consistent with their particular interests and will furnish us with additional information which will be of value to us.

Your response to this survey is important. We would greatly appreciate your completing it at your earliest possible convenience and returning it in the accompanying envelope.

Thank you for your willingness to participate in this important activity.

John Muchmore, Ph.D.
Project Coordinator

JM/kp

Enclosures

William Rainey Harper College

Memo to: All Members of the Harper Administration and Staff

From: John Muchmore

Date: July 5, 1978

Subject: Goals/Impact Study for Master Planning

During our initial discussions of our current master planning activity, the Steering Committee emphasized its intent to solicit information from all persons within the institution. If you have had an opportunity to hear a description of the approach that is being used in the activity, you will remember that an important portion of the plan will grow out of the deliberations of six Task Forces, each of which is assigned a particular area for study.

As the several Task Forces for master planning have pursued their separate charges, a number of common questions have emerged. Many of these questions have revolved around precisely what perceptions various groups hold with respect to both the goals of Harper College and the impact that the college is having upon the community.

The attached survey is meant to gain some clearer insights into those perceptions. In addition, your responses to it will provide us with an opportunity to compare the perceptions of five separate groups and allow us to determine if there are any significant conflicts of perception among these groups.

The survey is being sent to:

1) Members of the Board of Trustees,

2) the teaching faculty, staff and administrative faculty of the college, and randomly selected students.

3) a randomly selected group of persons residing within the district,

4) selected business leaders and employers within the district, and

5) selected governmental and civic leaders within the college district.

In addition to a common set of survey items, those of you who represent the last three groups will be asked to respond to a set of items that are consistent with your particular interests and will furnish us with additional information which will be of value to us.

Your response to this survey is important. We would greatly appreciate your completing it at your earliest possible convenience and returning it to the Office of Planning and Research.

Thank you for your willingness to participate in this important activity.

Enclosure

Employer Survey of Opinions Concerning Harper College

1. Check (✓) type of firm.

_____ A. Banking, Finance and Insurance.
_____ B. Equipment and supplies for office or home.
_____ C. Utilities, Airlines and Public Service Companies.
_____ D. Retail Business, Publishing and Printing.
_____ E. Metals Manufacturing/Fabrication, Chemical, Petroleum, Plastics, Drugs, Cosmetics and Diversified Manufacturing Companies.
_____ F. Electrical, Electronics and Related Industries.
_____ G. Manufacturing other (specify) _____
_____ H. Other company activity not covered in above category. (specify) _____

2. Check (✓) size of your firm.

_____ A. Less than 50 employees.
_____ B. 51 to 200 employees.
_____ C. 201 to 500 employees.
_____ D. More than 500 employees.

3. Have you ever hired Harper graduates for employees in your organization? Check (✓) one.

_____ A. Yes, more than ten.
_____ B. Yes, three to ten.
_____ C. Yes, one or two.
_____ D. Have never employed Harper graduates.

4. Have any of your employees ever taken courses at Harper while employed at your organization? Check (✓)one.

_____ A. Yes, more than a hundred.
_____ B. Yes, 51-100.
_____ C. Yes, 26-50.
_____ D. Yes, 10-25.
_____ E. Yes, under ten employees.
_____ F. No employees as far as I know has ever taken courses at Harper College.

5. If Harper offered courses or seminars which you felt would benefit your employees, would you recommend they enroll at Harper? Check (✓) one.

_____ A. Definitely yes.
_____ B. Maybe
_____ C. Definitely no.

6. Did the presence of Harper College influence you in your choice of locating your organization at its present site? Check (✓) one.

_____ A. It was a big factor.
_____ B. It was a small factor.
_____ C. Harper was not a factor in our choice of locations for our present organizational site.

7. If Harper College were to sponsor a cultural arts circuit of speakers, orchestra performances, choral performances, art shows or short theater performance for business and industry, would your company or firm be interested in hosting at your location such a group for your employees during the noon hour once per month? Check (✓) one.

_____ A. Definitely yes.
_____ B. If we could be included in the planning.
_____ C. Not sure.
_____ D. Definitely no.

8. How should such a program be financed? Check (✓) one.

_____ A. Participating firms should contribute a set amount to a Culutral Arts Foundation.
_____ B. Firms should be able to purchase individual shows.
_____ C. Other means (specify) _____

_____

_____ D. Such a Cultural Arts Program should not be conceived.

9. Harper College is facing a financial crisis and in the fall will be holding a referendum to raise the local tax rate which now (15¢) is one of the lowest in the state. What would you support? (Check (✓) one.

_____ A. I would support a 7½¢ increase which would maintain Harper at its present state of vitality with moderate growth.
_____ B. I would not support any increase even though this would mean cutting the quality of the program and cutting substantially the number of programs.

Survey of Governmental Organizations and Civic Groups
Concerning Opinions About Harper College

1. What is your current position? Check (✓) one.

_____ A. Elected official or trustee.
_____ B. Governmental or public employee.
_____ C. Civic group leader.

2. Number of employees in your organization or number of members of your club.

_____ A. Over 250
_____ B. 100 to 250
_____ C. 50 to 99
_____ D. 25 to 49
_____ E. Under 25

3. Have you ever hired Harper graduates for employees in your organization? Check (✓) one.

_____ A. Yes, more than ten.
_____ B. Yes, three to ten.
_____ C. Yes, one or two.
_____ D. Have never employed Harper graduates.
_____ E. Not applicable.

4. Have any of your employees or club members ever taken courses at Harper while employed or a member in your organization? Check (✓) one.

_____ A. Yes, more than a hundred.
_____ B. Yes, 51-100.
_____ C. Yes, 26-50.
_____ D. Yes, 10-25.
_____ E. Yes, under ten employees.
_____ F. No employees as far as I know has ever taken courses at Harper College.

5. If Harper offered courses or seminars which you felt would benefit your employees or your members, would you recommend they enroll at Harper? Check (✓) one.

_____ A. Definitely yes.
_____ B. Maybe.
_____ C. Definitely no.

6. Harper College is facing a financial crisis and in the fall will be holding a referendum to raise the local tax rate which now (15¢) is one of the lowest in the state. What would you support? Check (✓) one.

_____ A. I would support a 7½¢ increase which would maintain Harper at its present state of vitality with moderate growth.
_____ B. I would not support any increase even though this would mean cutting the quality of the program and cutting substantially the number of programs.

Community Survey of Opinions Concerning Harper College

1. Location of your residence. Check (✓) one.

_____ A. Barrington High School District
_____ B. Palatine Township
_____ C. Schaumburg Township
_____ D. Wheeling Township
_____ E. Elk Grove Township

2. Respondent's sex. Check (✓) one.

_____ A. Male
_____ B. Female

3. Respondent's age. Check (✓) one.

_____ A. 18 - 20
_____ B. 21 - 25
_____ C. 26 - 35
_____ D. 36 - 45
_____ E. 46 - 55
_____ F. 56 - 65
_____ G. Over 65

4. Highest level of education of respondent. Check (✓) one.

_____ A. Less than high school graduate.
_____ B. High School graduate
_____ C. Less than two years of college
_____ D. An Associate Degree
_____ E. A Bachelor's Degree
_____ F. A Master's Degree
_____ G. A Doctorate

5. What is the total income of your family?

_____ A. Less than $5,000
_____ B. $5,000 - $6,999
_____ C. $7,000 - $8,999
_____ D. $9,000 - $9,999
_____ E. $10,000 -$11,999
_____ F. $12,000 -$14,999
_____ G. $15,000 -$19,999
_____ H. $20,000 -$24,999
_____ I. $25,000 -$29,999
_____ J. $30,000 -$34,999
_____ K. $35,000 -$40,000
_____ L. Over $40,000
_____ M. Would rather not say

6. Have you or anyone in your household ever enrolled in classes at Harper? Check (✓) one.

_____ A. Three or more persons in household have.
_____ B. Two persons in household have.
_____ C. One person in household has.
_____ D. No one in this household has ever attended classes at Harper.

7. Have you or anyone in your household ever participated in a non-course activity at Harper College such as a lecture, a dinner, a committee meeting a concert, an athletic event, a drama or some other similar event? Check (✓) one.

_____ A. Three or more persons in household have.
_____ B. Two persons in household have.
_____ C. One person in household has.
_____ D. No one in this household has ever attended non-course activities at Harper.

8. Did the presence of Harper College influence you in your choice of locating where you live now? Check (✓) one.

_____ A. It was a big factor.
_____ B. It was a small factor.
_____ C. Harper was not a factor in my choice of locations for my present residence.

9. If Harper College offered courses of value or of interest or if it offered events which were of value or of interest, would you or any one in your household enroll or participate at Harper?

_____ A. Definitely yes
_____ B. Maybe
_____ C. Definitely no

If Harper College had an adequate Cultural Arts facility on its campus, would you:

10. Attend any of the following? Check (✓) all which apply.

_____ A. Chicago Symphony Concert
_____ B. Fine Arts String Quartet Concert
_____ C. Well known speakers such as James Buckley
_____ D. Goodman Theater Play
_____ E. Rock concert
_____ F. Stan Kenton
_____ G. Regional basketball tournament
_____ H. Regional swimming meet
_____ I. Other cultural events (specify) _____
_____
_____ J. Not interested in attending any cultural arts activity at Harper College

11. Participate in any of the following? Check (✓) all which apply.

____ A. Community orchestra
____ B. Community chorus
____ C. Community theatre
____ D. Community basketball league
____ E. Community chess tournament
____ F. Other Community cultural arts participation (specify) _____

_____

12. Participate in a seminar conducted by a professional in any of the following? Check (✓) all which apply.

____ A. How to improve playing your instrument.
____ B. How to improve your drawing.
____ C. How to improve your singing.
____ D. How to improve your design work.
____ E. How to improve your chess.
____ F. How to improve your billards game.
____ G. How to improve your racquet ball.
____ H. Other cultural arts seminar (specify) _____

_____

13. Harper College is facing a financial crisis and in the fall will be holding a referendum to raise the local tax rate which now (15¢) is one of the lowest in the state. What would you support? Check (✓) one.

____ A. I would support a 7½¢ increase which would maintain Harper at its present state of vitality with moderate growth.
____ B. I would not support any increase even though this would mean cutting the quality of the program and cutting substantially the number of programs.

The following statements describe various options that Harper College might pursue. Please indicate the degree to which you agree that the college should pursue this particular option.

7. Harper should:	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
A. Offer additional programs to keep pace with the needs of the college district.					
B. Limit program offerings by continuing existing offerings but not adding any programs.					
C. Reduce the number of current offerings and add no new programs.					
D. Vigorously pursue grant money for new programs and services.					
E. Pursue only those grants needed to support existing programs/services.					
F. Not seek grant money.					
G. Offer senior citizens reduced tuition rates.					
H. Assign a staff person to design special senior citizen programs.					
I. Not offer special services for senior citizens.					

	Strongly Agree	Agree	Disagree	Strongly Disagree	Opinion
8. Harper should:					
A. Schedule and offer any program or course for which there is sufficient interest or demand.					
B. Limit offerings and programs to those traditionally found in colleges.					
C. Expand services offered the community such as cultural events, informational services or professional services.					
D. Continue to offer credit by examination					
E. Offer credit for lifelong experience.					
F. Offer credit only for completion of regular course work.					
G. Mail semester schedules to all district households.					
H. Mail no information to households but expect potential students, if they are interested, to come to the campus to find out what is offered at Harper.					
I. Send specific program brochures to selected target groups.					
9. Harper should:					
A. Encourage employees to become more active in community service organizations and community activities.					
B. Commit substantial funds and effort for programs which would keep faculty current in thier field and which encourage them to innovate and develop new programs.					
C. Concentrate on continuing review and revision of curriculum.					

	Strongly Agree	Agree	Disagree	Strongly Disagree	Opinion
10. Harper faculty should continue to be evaluated by their division chairman, their fellow faculty members and by students and this evaluation be used:					
A. To determine pay increases, promotion and awards.	_____	____	_____	_____	_____
B. To determine only non-monetary items such as promotion or awards.	_____	____	_____	_____	_____
C. Faculty should be evaluated but it should only be for their self development and the faculty members are the only ones who should see their own evaluation.	_____	____	_____	_____	_____
D. Faculty should not be evaluated.	_____	____	_____	_____	_____

Form A

Survey of Goals and Impact of Harper College

Personal Development of Students Check (✓) one column under goal and one column under impact for each statement.	Goal: What Should Happen at Harper College					Impact: What Actually Occurs at Harper College				
	Most important goal for all students	Very important goal for some students not so important for others	Somewhat important	Not important	Harper should not be involved in this activity	Harper does an excellent job for all students	Harper does an excellent job for some students	Harper does a poor job	Harper is not involved in this activity	I have no knowledge
11. Help students acquire depth of knowledge in at least one discipline.										
12. Help students identify their own personal goals and develop means of achieving them.										
13. Increase the desire and ability of students to undertake self-directed learning.										
14. Help students develop a sense of self worth and self confidence.										
15. Develop creativity and creative perspectives among students.										
16. Develop student awareness of the purposes of the private enterprise system and the profit motive.										
17. Create awareness of students to principles of freedom and democratic governance.										
18. Improve students' communication skills.										
19. Help student develop personal philosophy and set of values and beliefs.										
20. Prepare students to transfer to a four year college										

Form A

Survey of Goals and Impact of Harper College

	Goal: What Should Happen at Harper College					Impact: What Actually Occurs at Harper College				
Personal Development of Students (continued)	Most important goal for all students	Very important goal for some students not so important for others	Somewhat important	Not important	Harper should not be involved in this activity	Harper does an excellent job for all students	Harper does an excellent job for some students	Harper does a poor job	Harper is not involved in this activity	I have no knowledge
21. Prepare students for a specific new career.										
22. Encourage students to participate in community service activities.										
Institutional Activities										
23. Hold students throughout institution to high standards of intellectual performance.										
24. Serve the physically disadvantaged student.										
25. Make every effort to serve all population segments so that the characteristics of the student body matches the population profile.										
26. Demonstrate clearly Harper's accountability and measures of its effectiveness.										

Please examine each of the following statements about Harper College and indicate the degree to which you agree to the statement.

7. I believe that:	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
A. Harper is a high quality institution meeting community needs with strong programs/services.	_____	_____	_____	_____	_____
B. Harper offers some high quality programs/services but has some serious faults.	_____	_____	_____	_____	_____
C. Harper is a poor quality institution.	_____	_____	_____	_____	_____
D. Harper must make the public aware of it because I know little about its mission and the programs and services it offers.	_____	_____	_____	_____	_____
E. I am very aware of Harper's mission, offerings and programs.	_____	_____	_____	_____	_____
F. Harper makes many services available to the general public such as cultural events, informational services or professional services.	_____	_____	_____	_____	_____
G. Harper has made a positive contribution to the cultural level of the community.	_____	_____	_____	_____	_____

8. Harper should:	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
A. Send Harper literature to area employers.					
B. Provide Harper displays at area public gatherings.					
C. Develop an aggresive news release policy.					
D. Maintain a vigorous high school visitation program.					
E. Maintain an active/aggressive speaker's bureau.					
F. Add staff with responsibility for enrollment expansion.					
G. Assume passive role and depend on college reputation to attract students.					
H. Expand off-campus class offerings by using shopping centers and schools.					
I. Eliminate off-campus offerings and schedule all courses on campus.					
J. Maintain current off-campus location at Willow Park, St. Viator, Barrington and other places.					

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
9. Harper's class size:					
A. Should remain as it is.					
B. Should be increased. (This would increase faculty load and the teacher-student ratio but would reduce costs or would release funds to be used in other ways.)					
C. Should be decreased. (This would decrease faculty load and the teacher-student ratio but would increase costs and take funds away from other areas.)					
10. Harper should be an innovative institution and commit college funds to conduct faculty and administrative in-service development sessions, to provide funds for innovative travel and to provide funds to encourage and make possible new and innovative faculty or staff projects and to provide funds for faculty to update existing curriculum.					
11. Harper should expend funds and effort to develop home delivery systems involving video discs, slides, audio cassettes and other course material. This would allow students in the future to take some courses either all or in part in their homes.					

Form B

Survey of Goals and Impact of Harper College

Personal Development of Students

Check (✓) one column under goal and one column under impact for each statement.

	Goal: What Should Happen at Harper College					Impact: What Actually Occurs at Harper College				
	Most important goal for all students	Very important goal for some students not so important for others	Somewhat important	Not important	Harper should not be involved in this activity	Harper does an excellent job for all students	Harper does an excellent job for some students	Harper does a poor job	Harper is not involved in this activity	I have no knowledge
12. Teach students methods of scholarly inquiry, scientific research or problem definition or solution.										
13. Insure students acquire a basic knowledge in humanities, social science and natural sciences.										
14. Develop student's ability to synthesize knowledge from a variety of sources.										
15. Provide students with new and different intellectual experiences - broaden their horizons.										
16. Develop student concern for human welfare.										
17. Increase student awareness of the arts, aesthetics and cultural values.										
18. Improve students' human relations or leadership skills.										
19. Improve students' general knowledge and personal satisfaction.										
20. Allow students opportunity to earn an associate degree or a certificate.										

UNIVERSITY OF CALIF.
LOS ANGELES
JUN 8 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES

Form B

Survey of Goals and Impact of Harper College

Personal Development of Students (continued)	Goal: What Should Happen at Harper College — Most important goal for all students	Very important goal for some students not so important for others	Somewhat important	Not important	Harper should not be involved in this activity	Impact: What Actually Occurs at Harper College — Harper does an excellent job for all students	Harper does an excellent job for some students	Harper does a poor job	Harper is not involved in this activity	I have no knowledge
21. Provide opportunity for students to participated in extra curricular activities and meet a variety of people.										
22. Upgrade students' job skills in their present employment situation.										
23. Create image of institution as intellectually exciting and stimulating.										
24. Make every effort to reach non-traditional students (those who have been out of high school for sometime)										
25. Serve the educationally disadvantaged student students										
26. Provide an environment stressing a feeling of community and a sense of identity.										